

Dear parents and carers

I hope you all had a restful and enjoyable Easter break, and I am excited to welcome everyone back as we begin the summer term, always one of the busiest and rewarding times of the school year.

Looking back on the spring term, there was so much to celebrate. Our students demonstrated the breadth of opportunity available at WHS. From the outstanding performances in *High School Musical* and our DADA Showcase, to the impressive achievements of our Young Enterprise team, creativity and enterprise were on full display. Our talented performers also excelled at the Carlisle Music and Drama Festival and achieved great success in their LAMDA examinations.

Sporting achievements have been equally inspiring. We had runners representing Cumbria, while our mountain runners completed the Ullswater Way in record time. Our ski trip during the February half-term created lasting memories, and our Music Tour to Italy was exceptional, with students performing in stunning locations from Verona to Venice. The Holland tour further added to an already impressive term of sporting success.

Team Aspire continues to go from strength to strength, with success in table cricket and Boccia, and we are especially proud that our Table Cricket Team has been shortlisted for a Cumbria Sports Award in the Junior Team of the Year category. We also celebrate the continued success of our pioneering Fire Service Cadets and the achievements of students within our farming community.

On the final day of term, it was wonderful to welcome members of our wider community to the unveiling of our new artwork and safe space. We were honoured to have Julie Minns MP cut the ribbon, celebrating the work of local artist Josephine Scales alongside our own Ruby Penkyman, whose contribution helped create the fantastic display that now greets us at the entrance to our school.



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I must also recognise the remarkable effort of our students and staff during the **Comic Relief challenge week**. Their dedication—spending an entire week (and even a Saturday) swimming, cycling, and running—was truly inspiring and a testament to the generosity and spirit of our school community.



Ofsted were absolutely right in saying that at our school, there really is something for EVERYONE.



As we look ahead to the summer term, we are focused on supporting our Year 11 and Year 13 students as they approach their final examinations. While this is an important assessment period for all year groups, we remain committed to our ethos of “work hard, play hard.” This term includes four Outward Bound residentials, our Character Development Day, House Day, and we are excited to welcome our new Year 7 students during transition days and our new Year 12 students during step-up weeks.

Alongside this, we will be preparing for the next academic year and continuing our journey from good to great.

Several members of our staff have been working closely with Haydon Bridge High School as part of the Government’s RISE programme, which is focused on supporting school improvement. This partnership will continue through to the end of the academic year and has already proven to be a highly rewarding experience. Not only are our staff contributing their expertise to support another school community, but they are also bringing back valuable insights and professional learning that benefit our own students. This collaborative work is both enriching and impactful for all involved. Please see the letter to parents, issued on Monday 20th April, for more details.

Finally, I would like to take this opportunity to thank our incredible staff team, our amazing students, and our supportive families. Your continued positivity and commitment make WHS such a special place to learn and grow.

As we move through this final term, I look forward to a positive and productive period, filled with focus, achievement and opportunities for all.

Yours Sincerely

**Kath Pigdon,
Headteacher**

Please take the time to read the important information included in this bulletin

Staffing Update

We are delighted to announce two new appointments:



Harry Campbell has had a very successful year as Interim Curriculum Leader of History and has now been appointed to the position permanently, a testament to his hard work and leadership.



Juliet Giecco has been appointed as the new Student Manager for the Sixth Form. She has been an invaluable asset to the Geography and History departments, where her dedication and support have

been greatly appreciated, and while she will be missed, she now takes on an exciting new challenge as an integral part of the Sixth Form team. We wish both Harry and Juliet every success as they begin the next chapter of their careers at William Howard.

At the end of the last term, we said farewell to two members of staff at William Howard. Dave Carruthers, Student Manager for the Sixth Form has been an asset in his short time at William Howard, offering invaluable support to staff, students, and parents alike. We wish him every success in his new career. We also mark the departure of Carol Robinson, who has given just shy of 24 years of dedicated service as a cleaner at WHS. Her incredible contribution to the school community has never gone unnoticed, and we are deeply grateful for everything she has done for William Howard.

Attendance

National attendance continues to paint a worrying picture, sitting at only 91.8%. As a school we are slightly above this figure, however we are striving to reach as close to our school target of 96% as possible in this final term. Last term we shared some strategies to help support our community in achieving this goal and we share these again below:

- ✓ Ensure children get regular sleep of between 8-10 hours which will help establish positive morning routines.
- ✓ Contact school early with any issues or barriers to attendance so we can work together to find solutions.
- ✓ Encourage children to come to school when experiencing minor illness (e.g. sore throat, headaches).
- ✓ Promote a healthy lifestyle which includes good diet, exercise and hydration.
- ✓ Highlight the importance of attendance for social and academic development with your children.

We appreciate that at times illness and exceptional circumstances will prevent children from attending school, however if we follow the strategies above, we can minimise how often absence occurs. There are 126 sessions of the academic year remaining in the final term (This equates to 63 days as there are 2 sessions a day), which means that students can achieve our 96% target for the final term by attending 121 or more of these sessions.

Unfortunately, we saw a rise in term-time holidays leading into the Easter break and would like to reiterate to our families that these should be avoided. A reminder that we have a duty to report these absences to the local authority, who may issue Fixed Penalty Notices. Requests for term-time absence can only be authorised in exceptional circumstances.

Thank you to all of our school community for supporting us to strive for our 96% target across the final term of this academic year.

Attendance Matters

WILLIAM HOWARD SCHOOL

Students with fewer absences:

- have improved wellbeing
- achieve better grades
- have more post-school opportunities

The graphic features a blue background with a row of yellow silhouettes of children walking. Below them are several interlocking puzzle pieces, one of which is a dark blue piece with the school logo. The text is in white and yellow.

Mobile Phones

We would like to remind all parents that our school is a mobile device-free zone for students. Recently, we have seen an increase in mobile phone use during the school day, which results in devices being confiscated in line with our behaviour policy. We are also experiencing a growing number of challenges to this rule, alongside instances where students are being contacted by parents during the day and encouraged to use their phones.



Our mobile device ban is in place to ensure students remain focused on their learning and to promote positive relationships with peers and staff. While we have seen a reduction in social media issues entering school, there has been a rise in conflicts between staff, students and parents, which is impacting relationships and taking valuable time away from teaching and learning.

We are also noticing an increase in students displaying addictive behaviours related to phone use and will be focusing on supporting them to develop healthier habits. We encourage parents to remain vigilant, recognise the signs of phone dependency, and work with us to support positive change.

Uniform

As we begin the summer term, please note that there are no whole school adjustments to the uniform policy – our expectations remain the same with students expected to wear a school tie with a blazer while the school jumper is optional. Wearing the school uniform with pride sets the tone for a positive and focused learning environment. When students take pride in their appearance, they are more likely to take pride in their work and conduct.

As parents, supporting this expectation helps reinforce the message that school is a place of purpose, where everyday matters and every student is part of the whole school community.

Prepared to Learn

Equally important is being fully prepared to learn. This means arriving on time with the necessary equipment and ready to engage. Punctuality ensures students don't miss valuable learning time and helps establish strong habits for the future.

Having the right equipment demonstrates responsibility and readiness, while a growth mindset encourages resilience, curiosity, and a willingness to embrace challenges. Together, these habits lay the foundation for success, enabling every child to make the most of the opportunities available to them. All students should be attending school with a bag to carry their pencil case, planner and any other equipment/ work necessary for the days learning.

As parents we ask you to support with ensuring students have the highest standard of uniform and a school bag before they leave the house every morning.

Raring to Read

Our drive towards improving reading has continued to reap success. Mrs Mallin-Cruddace, leading on Reading, has implemented a number of strategies throughout the year to target and support struggling readers, as well as enthuse a love for reading for all students.

Celebrating reading via our Get Cosy and Read Days was a particular highlight and we look forward to our next event this term.



At WHS, we truly are raring to read!

Our school library's role in sustaining reading for KS4 and KS5 pupils has been an additional focus, with a Student Reading Council developed to drive forward innovation and growth, alongside input from our Literacy Prefect, Lydia Sabuda.

Most recently, the library is proud to launch the new e-book scheme with online access to a plethora of both fiction and non-fiction; we look forward to students and staff enjoying this exciting feature.



Our most recent NGRT testing to evaluate pupils' progress post tiered intervention indicates an upward trend with many students across key stages demonstrating significant improvements in both their reading age and confidence with vocabulary and comprehension.

Moving into our final term, teachers continue to prioritise whole school reading with our EVA strategy (echo reading, vocabulary development and active reading) embedded into lessons. Our bespoke Year 7 Literacy Curriculum, implemented for the first time this academic year, will continue to be shaped for the future to ensure that the reading needs of all pupils are met and that a love for reading continues to be championed.

Opportunities to enrich this curriculum with a focus on both oracy and handwriting will be fully exploited as part of further work to strengthen our current practice.

We thank parents and carers for their support in ensuring that children actively read beyond the classroom and recognising the value of regular reading in improving communication and confidence in accessing the full school curriculum.

KS3 Teaching & Learning

Get Ahead Tasks

Students have now completed more than 3,000 Get Ahead Tasks (GAT) since September with over 15000 House Points awarded. We are delighted by such a positive level of engagement, which reflects the commitment many students are showing towards their learning beyond the classroom. The quality of work produced on GAT have, in many cases, been exceptional and many departments have created displays to celebrate the best work. We would encourage all students to continue to engage with Get Ahead Tasks, and we are grateful for the ongoing support of parents and carers in promoting their completion. If you would like to keep track of your child's completion of GAT, then this information is available on Edulink.

Revision

Our focus on teaching students how to revise effectively is having a clear and measurable impact. We thank you for your continued support and ask that you continue to encourage them to take their prescribed revision seriously. So far, students have been introduced to a range of strategies, including the use of flashcards, blurring, question practice and cover and check. As a result, they are developing an increasingly confident and personalised approach to revision which is helping drive progress. For example, in many subjects average scores in assessments have improved compared with last year.

Assessment Weeks

The next round of Key Stage 3 Assessment Weeks will take place as follows:

- **Year 9** - week beginning 20 April 2026
- **Year 8** - week beginning 27 April 2026
- **Year 7** - week beginning 11 May 2026

Students will undertake assessments in every subject during these weeks. These assessments are designed to evaluate students' long-term retention of the knowledge and skills developed since September. As such, revision will not be required in all subjects. However, some subjects will set specific revision tasks in preparation for Assessment Week. Revision is required for:

Year 7	Year 8	Year 9
Art	Art	Science
Science	Science	Mathematics
D&T	D&T	PE
Mathematics	Mathematics	RE/PD
Music	Music	Art*
PE	RE/PD	Design
RE/PD	PE	Engineering*
	Outdoor Learning*	Fashion*
	Sports Leaders*	Food*
		Product Design*
		E-Sports*
		Music*
		Outdoor Learning*
		Photography*
		Sports Leaders*

*Character Curriculum Subjects

The Final Push!

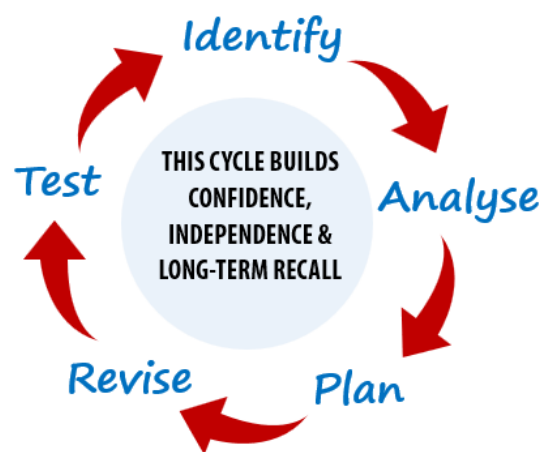
As we move into the final term before examinations, we want to share some of the support in place to help students feel prepared, supported and confident.

In **Year 11**, students are using their Personalised Learning Checklists (PLCs) alongside a revision planner. These help them spot gaps in knowledge, focus on the areas that need most attention, and organise their revision more effectively.

We are also continuing to offer subject Masterclasses in the lead up to exams. These sessions give students extra opportunities to revisit key content, address common misconceptions and build confidence.

Students can also access a range of revision support through The Box, including advice on effective strategies such as flashcards, retrieval practice, blurring and exam practice.

We are encouraging students to begin by securing key knowledge first, before moving on to practice questions and mark schemes.



Year 13 students should continue to use their PLCs and revision materials to help guide their independent study as they prepare for their final examinations.

Looking ahead, **Year 10** students will begin using revision planners in the run up to their end-of-year mock examinations, helping them develop strong revision habits early.

How parents can help

Support at home can make a real difference. Encouraging your child to use their PLCs and revision planner regularly, testing them on key knowledge, helping them use flashcards or short quizzes, and providing a quiet place to work can all be very helpful. Just as importantly, regular breaks, good sleep and time to relax are all part of successful preparation.

A balanced approach to revision, health and wellbeing is so important at this stage.

Spotlight on Year 10

Time has flown, and our Year 10 pupils are already moving confidently through the first stage of their GCSE courses, showing strong outcomes and an excellent work ethic. While staff are familiar with the GCSE journey, this is the first time our students are navigating it themselves.

To support them and their families, the Year 10 team have been carefully constructing the Year 10 Strategy — a programme of events and actions designed to secure strong outcomes, boost wellbeing, and build confidence as students approach revision, exams, and self-management. This term marks the launch of the strategy, including the Year 10 Parents' Evening, a targeted parents' event, a bespoke Revision Week (where staff will teach subject-specific revision and exam-question skills), and guided preparation for mock exams so students understand what to revise, how to revise, and how to manage their time effectively.

We know how fantastic our Year 10 students already are and know they have every reason to succeed in their summer mocks with our collective support. Thank you to parents and carers for your ongoing communication, for reinforcing the importance of home learning, and for working with us to secure the best outcomes for your children. We look forward to seeing you at our upcoming Year 10 events.

Careers & Aspirations

At the end of last term, Year 7 and 8 students took part in an inspiring Careers Aspirations morning, meeting a range of visiting speakers from fields including engineering, paramedicine and zoology. We were also delighted to welcome Michelin-starred chef Hrishikesh Desai from Farlam Hall, who spoke to older students about career pathways in hospitality.



Looking ahead, Year 10 students will take part in a Mock Interview and Careers morning in July, while Year 12 students will undertake their work experience placements the same month.

Inclusion & Learning Provision

During the final week of term, all year groups took part in assemblies led by our SENCo, with a strong focus on inclusivity. As one of our four school pillars, inclusivity is central to our ethos and underpins our daily practice and culture. The assemblies explored the wide range of Special Educational Needs and Disabilities (SEND), highlighting that some needs may be visible, while others are not. Students were encouraged to celebrate difference and individuality and to recognise the importance of accepting support in whatever form it may come in order to achieve their best. These assemblies were extremely well received across all year groups and strongly reflected the respectful, empathetic behaviours we see demonstrated by our students everyday.



On the final day of term, we were proud to officially open our new Safe Space within Aspire. This is a significant milestone as we become the first secondary school within the CET Trust to offer this provision. The Safe Space provides a calm, nurturing environment where students can take time to regulate their emotions, share their feelings, and better understand their responses to challenging situations. Each wall has been thoughtfully designed to support emotional awareness and explain how the brain can sometimes trigger fight, flight, or freeze responses. This space has already supported many students, providing them with a quiet place to reset before engaging with staff who can help them move forward.

Finally, our Learning Provision Department continues to go from strength to strength. Staff have benefited from a wide range of high-quality CPD opportunities, including training in Cognition and Learning, Gastrostomy Care, Autism (PDA), and Sensory Processing. Ongoing professional development ensures our team is well equipped to provide the very best support for all our students.

Sixth Form

It has been a busy and rewarding half term across the Sixth Form, with students demonstrating commitment, resilience, and a strong sense of community. We are proud to share some of the highlights with you.

Year 11: Options Process and Step Up to Sixth Form

We are delighted with the thoughtful approach Year 11 students have taken as they prepare for their transition into Sixth Form. Each student has taken part in a one-to-one guidance meeting, ensuring they feel confident and well-informed about their next steps. Option columns have now been finalised, and students have received their offer letters - an exciting milestone as they begin to look ahead to post-16 study.

We are very much looking forward to welcoming students to our Step Up to Sixth Form programme, taking place from Tuesday 30th June to Thursday 2nd July. This is a fantastic opportunity for students to experience their chosen subjects and begin to feel part of Sixth Form life.

Across the three days, students will also be encouraged to try out subjects they may still be undecided about, helping them to make fully informed decisions about their final course choices following the summer exams. In addition, students will have the chance to explore enrichment opportunities such as the EPQ, Maths Studies and the Sports Leaders Qualification.

Alongside their academic experience, the programme will include opportunities for team building and for students to explore the wide range of extra-curricular activities available in the Sixth Form. We hope this will help students build confidence, develop new friendships, and gain a real sense of the exciting opportunities ahead.

Year 12: Future Focus

Year 12 students have made the most of opportunities to explore their future pathways last half term. A particular highlight was the visit to the UK University and Apprenticeships Skills Fayre, hosted by Lancaster University. Students engaged brilliantly with the event, attending talks on UCAS applications and personal statement writing, and speaking with a wide range of exhibitors representing universities, apprenticeship providers and employers. It was fantastic to see students asking thoughtful questions and beginning to shape their plans for life after Sixth Form.

We are pleased to be able to offer a further visit later this term to another post-18 provider to continue building students' confidence and awareness of the many opportunities available to them.

Our Year 12, WHS Young Enterprise team "Cutting Edge" recently attended a showcase event at Edge Hill University as part of the Young Enterprise programme. They won the award for "Best Presentation" talking about the journey they had undertaken to make their laser-cut keyrings with designs inspired by our local area — the judges were particularly impressed with their custard cream keyring design!



Year 13: Celebrating Achievement & Looking Ahead

This has been a very positive and productive half term for Year 13. Students have successfully completed their BTEC coursework and NEA components and have received their BTEC results - a significant achievement that reflects their hard work and dedication.

Beyond their studies, Year 13 students have continued to play a leading role in school life. Their involvement in events such as Comic Relief, the Derby and Get Cosy and Read Day has been outstanding, demonstrating leadership, creativity, and a real commitment to the wider school community.

Five Year 13 students have been taking part in *Next Steps*, a feature with ITV Border. Two segments have already aired, with the third due later this month on Lookaround.

As we move into the final half term, the focus now shifts to preparing for the summer examinations. We are encouraging all students to make full use of the support available, both in lessons and through additional intervention sessions, as they take these final important steps.

Assembly Summary

William Howard school assemblies play a vital role in shaping the character, aspirations, and sense of community within our school. They are carefully planned to reflect and reinforce what matters most to us as a school community with assemblies delivered mainly by our Directors of Learning for each year group but with regular contributions from our Senior Leadership Team and relevant staff with the expertise and knowledge to present to our students.



At the heart of every assembly is *The William Howard Way*. This encapsulates how we expect students to behave in all situations: working hard and taking pride in their efforts, treating others with kindness and respect, and embracing a balanced approach of “work hard, play hard.” It reflects our shared commitment to success, both individually and collectively. We also use our assemblies to embed our core school values of Respect, Responsibility, and Resilience. These values underpin everything we do and are regularly explored through real-life examples, student experiences, and reflective discussions. Alongside this, assemblies promote our wider school ethos: Be The Best You Can Be, striving for high performance, and fostering a culture of inclusivity where every student feels valued and supported.

To support our school values and ethos we discuss key national and global events across the year, including World Book Day, World Mental Health Day, International Women’s Day, and Black History Month. These moments allow us to broaden students’ perspectives, encourage reflection, and promote understanding of important social and cultural issues. Running alongside this is a consistent focus on British Values, ensuring students develop a strong sense of citizenship, respect, and responsibility in modern society.

We also use assemblies as an opportunity to celebrate student achievements, both within school and beyond. Recognising success in academic work, sport, the arts, and personal development helps to inspire others and build a strong sense of pride across

the school. If your child ever has any achievements to share and celebrate, please email their Director of Learning with the key information and photo if possible.

Ultimately, our assemblies are designed to support students to contribute positively to our school community and beyond, while encouraging them to achieve success academically and through a wide range of extracurricular opportunities.

Not in Our School

Throughout this academic year we have continued to promote our “*Not in Our School*” campaign, reinforcing our commitment to ensuring that all members of our community feel safe, respected, and valued. “*Not In Our School*” highlights the importance of challenging and not accepting any prejudicial behaviour, particularly in relation to protected characteristics.

We deliver the key messages in the year group assemblies focusing on key themes each half term. Sessions this year have focussed on Protected Characteristics, Racism (supported by Show Racism the Red Card Day), Bullying (including Anti-Bullying Week and Odd Socks Day), and Gender Discrimination. These sessions have encouraged reflection, understanding, and positive action among our students. We have particularly discussed the use of stereotypical language and often discriminatory slang terms that are not acceptable in any setting.



During the Summer term, our focus turns to “*Not in Our School – Violence*” and then “*Not In Our School – Homophobia*” where we will continue to emphasise the importance of respect, responsibility, and making positive choices.

By working together as a school community, we aim to develop respectful, compassionate young people who are ready to contribute positively to society. We hope that you can support us to achieve this goal.

Behaviour on School Buses

We're pleased to be able to report that the vast majority of our students are brilliant ambassadors for the William Howard Way. They behave responsibly, respectfully, and sensibly on every journey and we are genuinely proud of them.

I would like to give a gentle reminder to reinforce our high standards and expectations for bus behaviour. The journey to and from school is part of the school day, and we expect the same high standards on the bus as we do in the classroom.

Students are expected to show strong self-regulation throughout the journey. This means sitting sensibly, staying in their seats and avoiding any behaviour that could be unsafe or distracting. Bus drivers have one very important job, keeping their eyes on the road so everyone is safe. Therefore, students must take responsibility for their own conduct and self-regulate at all times.

Seatbelts must be worn whilst the bus is moving, they are not optional accessories or fashion statements! They are there to keep students safe and we expect them to be used properly on every journey.

We also ask students to leave no trace behind when they get off the bus. A clean bus is a pleasant bus, and it helps our drivers focus on driving, rather than wondering what might be lurking under the seats when they check the buses after each journey.

Any student who repeatedly fails to meet these expectations, or who behaves in a way that puts themselves or others at risk, may receive a bus ban. This is always a last resort, but safety must come first.

Respecting Our Local Communities

Our school community spans a wide range of local areas from Brampton, Longtown, Carlisle, Warwick Bridge and many other towns and villages our students call home. Each of these communities plays an important role in shaping who our students are, and we want them to feel a sense of pride and responsibility towards the places in which they live.

We expect students to contribute positively to their local areas by being respectful of their surroundings and considerate of the people they encounter. This includes behaving appropriately in public spaces, being mindful of noise, disposing of litter responsibly, and representing the school in a way that reflects our shared values.



WHS's Eco Group recently joined forces with members of the Brampton Litter Picking Team for a community clean-up event.

Our values of respect and responsibility extend beyond the school gates. Taking care of our local communities is vital and we want all students to recognise the impact their actions can have on the environment and on those around them. By demonstrating positive behaviour in their own neighbourhoods, students help strengthen the relationship between the school and the wider community. We ask all students and families to proudly support their own local communities and be respectful whilst in the local shops, when speaking to others or using the public facilities such as toilets or public libraries.

Support For Charities

Thanks to the Sixth Form led in-school fundraising for Comic Relief, combined with the staff swim-cycle-run challenge, the total amount reached just under £1000 — a fantastic team achievement.



Thank you also for your generous donations to Eden Valley Hospice — the trolley of toys and books was overflowing. Our next collection is Vindolanda House Charity who will support Oaktree Animal Charity.

Beyond the Walls of WHS

Our enrichment is characterised by so many opportunities for exploring learning and teambuilding beyond the classroom, often in residential settings, including those overseas.

The impact this has is immeasurable, from inspiring pupils to pursue personal ambitions, to developing character in environments that build resilience, spirit and compassion. Not to mention the wonderful memories that will shape students for a lifetime!



Sports Trip to Holland during Easter Break



Years 7&8 Outward Bound adventure at Howtown

Our wide array of residential opportunities is only made possible by our committed staff whose voluntary investment of time and passion in the planning and leadership of these events, is extremely valued. It is this exceptional discretionary effort from our staff that enables WHS to offer so many of these wonderful experiences to students of all ages. From Sports tours to Holland, Literary exploration in London, Music and Performance in the Italian Lakes, Geographical exploration in Yorkshire, Wales and Pompei, Outdoor Education in Snowdonia, Language Learning in Menorca and skiing in Austria... to name but a few, it is little wonder our pupils enjoy their learning and build such strong relationships.



Music Trip to Italy during the Easter Holiday



Ski Trip to Austria



Year 11 Berlin Trip

Later this term we look forward to sharing the expected 2026-2027 residential and international trips list with parents and carers. This draft projection will give an insight into what is likely to be on offer in order to support forward planning.

It is important that students carefully consider the nature of any trip prior to applying for a place and that they are fully committed to going as we are not able to cover the cost or find another pupil willing to take the place should a student no longer wish to go. This includes being aware of dates, the legal requirements for documentation for travel, as well as an understanding that friendship groups cannot always be accommodated together. Places on trips are offered subject to receipt of deposit, followed by an incremental payment schedule. As the school commits to buying the trip place for named students once deposits have been submitted, we kindly ask that any decision to take a trip place is made with the understanding that the full balance of the trip is to be paid. The school commits to the purchase of full transport, accommodation, food and activities in the name of those who have secured a place. The planning and organisation of the visits is at the discretionary effort of staff and in order to support these trips to continue to run, we ask that students only apply for a place on the understanding that there is a full commitment to cost coverage and participation.

So, for those who have taken part in these exciting adventures and for those who have yet to set off on their travels, we look forward to seeing and hearing all about life beyond the walls of William Howard!



Sixth Form Menorca Trip

Transition

Once again, we eagerly anticipate meeting our next William Howard students; it's time for us to enjoy our Transition to supportively induct those joining us in Year 7 and showcase to those in KS2 why we are the school of choice. From our fantastic facilities to our creatively crafted Character Curriculum, to our first-rate teaching from well qualified, expert staff, WHS is more than proud to present opportunities for prospective pupils to explore what it takes to be part of the William Howard Way.



Mrs Buckley, leading on Transition, looks forward to welcoming Year 5 pupils for a morning of bespoke learning experiences in the WHS setting this half term. Students from a wide range of primary schools will join us to sample our excellent

learning environment and make new friends. Our highly popular *Experience the Exceptional* evenings for prospective students and parents/carers will also be on offer this term. These are unique opportunities to sample 25-minute lessons across a range of subjects in a true secondary classroom setting to fully appreciate the exceptional learning and teaching we enjoy at WHS; places are bookable so do keep an eye on the school socials!

This term will also see our next Year 7 intake join us for their Transition days, where they will meet their tutor, meet their teachers and of course, meet each other! Our Transition events are a true highlight of our year as we welcome the next members of our WHS family.

Open Spaces Update

Over Easter, our Open Spaces area welcomed a new polytunnel and fencing in preparation for the arrival of new lambs expected in mid-April.



Parent and Carer Survey

As a school, we want to hear your views, to ensure that the education that we provide to your child is the best it can be. To make sure that we continually improve our school and the education we provide, we are asking you to complete a survey to tell us, for example, whether you think your child is happy and safe in our school.

We would be grateful if you could complete this by Friday 8th May 2026.

If you have more than one child in school, you can complete a separate survey for each child.

We ask that you do not raise safeguarding concerns or complaints using this form. Should you have a matter of this type to raise with us, please contact our school office on 016977 45700.

To complete the anonymous survey, please click on the link below or scan the QR code:



<https://forms.office.com/e/rUgE3Qdict>

Check out our website or social media for all the latest news from WHS!

Upcoming Events

20 - 24 April	Y9 Assessment Week
20 - 24 April	GCSE & A Level Art and Photography Exams
20 April – 7 May	MFL Speaking Exams
Tue 21 April	Y9 Outdoor Learning – Raft building at Talkin Tarn
Thu 23 April	Open Spaces Awards Ball at Skitby House
Fri 24 April	Y8 Outdoor Learning – Raft building at Talkin Tarn
Mon 27 April – Fri 1 May	Y8 Assessment Week
Mon 27 April – Fri 1 May	Y10 & Y12 Outward Bound trip to Ogwen Cottage
Tues 28 & Wed 29 March	Y5 Transition Mornings
Wed 29 March	Y10 Progress Evening
Wed 29 March	National Maths Competition
Mon 4 May	BANK HOLIDAY
Wed 6 - Fri 8 May	Outward Bound Trip to Ullswater
Wed 6 May	Bronte Parsonage Museum Trip
Thu 8 May	Y8 HPV Vaccinations
Mon 11 May	Main Y11 & Y13 Summer Exams begin
Mon 11 – Fri 15 May	Y7 Assessment Week
Mon 11 – Fri 15 May	Y8 & Y9 Loch Eil Outward Bound Trip
Tue 12 May	ESAA Track & Field Cup Round 1
Wed 13 May	CSCA U13 Girls Cricket Coaching & Games
Tue 19 May	Y9 Outdoor Learning Talkin Fell Walk
Wed 20 May	Dance Workshop – CAT Scheme
Wed 20 May	CSCA U13 Girls Cricket Coaching & Games
Mon 25 – Fri 29 May	HALF TERM HOLIDAY